Student Name: _____ Date of Birth: _____ SAIS Number: _____

FORM 2-M MATHEMATICS
NUMBER SENSE

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

MATHEMATICS STANDARDS AND PERFORMANCE OBJECTIVES

STANDARD 1: NUMBER SENSE
Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of problems, and to determine the reasonableness of results.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-FS1. Develop an understanding of number meanings and relationships.					
PO 1. Demonstrate number concepts 1, 2, and 3 (e.g., pick 1 from a choice of 2, hand out 2 milks to each child at lunch, use 2 plastic bags when bagging bottled grocery items).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 1:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 1M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Demonstrate concept of "more," "one more."		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Communicate age (e.g., showing number of fingers to represent age, state age, show identification card which communicates age/date of birth).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Read written numerals, 0-12 (e.g., clock face).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Demonstrate concept of "none."		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Read aloud written numerals up to 100.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 2:					
Subtotal page 1:					
Subtotal page 1-2:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-FS2. Demonstrate 1-to-1 correspondence between elements in collections (sets) (e.g., 9 blocks is as many as 9 ducks).					
PO 1. Match groups having equal numbers of objects up to 10.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Using a model of sets up to 10, complete partial sets (e.g., determine how many more or less are needed).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Distribute or indicate distribution of items into equal sets (e.g., 1 milk carton per student, pass out 1 pencil or workbook to each student at beginning of class, 1 place setting per person, divide cards for any number of players).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
1M-FS3. Use manipulative (concrete materials) to count, order, and group.					
PO 1. Count to 10 using concrete objects (e.g., count out treats, student supplies for group art activity, get 10 books, get 5 cases of vegetables to stock shelves).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Count out requested number of objects up to 10 with an example (e.g., set of objects, number line).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 3:					
Subtotal pages 1-2:					

Student: _____ Date of Birth: _____ SAIS Number: _____

Subtotal pages 1-3:					

STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 1M-FS3 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 3. Count out requested number of objects up to 10 without an example.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Match number of objects to number symbol.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Locate object of given ordinal number using left to right progression in groups of up to 10 (e.g., take or indicate the first/last chair, 3rd child, or 2nd book).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Count out requested number of objects up to 100 without an example.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
1M-FS4. Identify and use money (bills/coins) in real-world situations.					
PO 1. Match coins to purchase an item (e.g., use cue card with visual or tactile representation of coins when using vending machines).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 4:					
Subtotal pages 1-3					
Subtotal pages 1-4					

Student: _____ Date of Birth: _____ SAIS Number: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 1M-FS4 continued		**See AST Score 1-3**	**SeeAST Score 4-6**	**SeeAST Score 7-10**	**See AST Score 11**
PO 2. Count out requested number of dollar bills up to 10 with an example (e.g., number line).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Identify amount of purchase (e.g., by looking at register, listening to clerk, or asking, "How much do I owe?").		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Given a purchase price, students determine if they have a sufficient amount of money to pay for the item with or without a visual/tactile strategy (e.g., given a specified amount of money, use a number line, next dollar, or the calculator strategy and newspaper sale's ads to determine whether there is enough money for a purchase or to buy lunch).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Identify coin/dollar equivalent.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 5:					
Subtotal pages 1-4:					
Subtotal pages 1-5:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-R1. Develop an understanding of number meanings and relationships.					
1M-R2. Demonstrate 1-to-1 correspondence between elements in collections (set's) (e.g., 9 blocks is as many as 9 ducks).					
1M-R3. Use manipulatives (concrete materials) to count, order, and group.					
1M-R4. Recognize relationships between concrete representations, number names, and symbolic representations of numbers (e.g., understanding that 3 rocks can be represented as 3 circles, the numeral 3 and the word *three*).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 6:					
Subtotal pages 1-5:					
MATH NUMBER SENSE TOTAL: **(pages 1-6)**					

SCORING: To obtain Mathematics Number Sense score, add scores from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Number Sense Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

Student:_____ Date of Birth:_____ SAIS Number: _____

FORM 2-M MATHEMATICS
DATA ANALYSIS AND PROBABILITY

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 2: DATA ANALYSIS AND PROBABILITY
Students use data collection and analysis, statistics, and probability to make valid inferences, decisions, and arguments and to solve a variety of problems.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, using assistive technology, students know and are able to do the following:

STANDARD 2: DATA ANALYSIS AND PROBABILITY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
2M-FS1. Compare and sort objects by their physical attributes.					
PO 1. Show curiosity about objects and their unique characteristics.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 7:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 2M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Group objects as same/different.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Using 1-to-1 correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight, and/or length.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Arrange objects according to size (e.g., organize measuring cups or mixing bowls by size).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Group objects by 1 to 3 characteristics (e.g., bagging groceries - hard/heavy, soft/light; sort medicine - big red capsule/small blue tablet).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Sort by categories (e.g., putting canned goods together, sorting clothing by light/dark for clothes washing).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 8:					
Subtotal page 7:					
Subtotal pages 7-8:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
2M-FS2. Create concrete displays of data; understand and use elementary tables, graphs, and charts to make decisions.					
PO 1. Demonstrate understanding of daily activity schedule by following a sequence (e.g., follow picture directions, tangible schedule boxes, follow activity schedule using a clock face).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Demonstrate understanding of calendars including days, yesterday, today, tomorrow, weeks, months, and years (e.g., by recording special events, work schedule, mark days off on calendar, and determine how many days to holiday, birthday, doctor's appointment).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Create a visual or tactile report or chart to communicate information or data (e.g., weight chart, chart of classroom projects, classroom routines, and personal management).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Use a tally system to keep track of objects or events (e.g., use a tally system to determine how many times you raised your hand, to do inventory of supplies available, to keep score of classroom games, to keep track of number of cans of water added to juice mixture).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 9:					
Subtotal pages 7-8:					
Subtotal pages 7-9:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
2M-FS 3. Use number skills to solve a variety of real-world problems.					
PO 1. Use counting skills to solve problems (e.g., count number of chairs at a table and get enough place settings/napkins).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Follow directions with ordinal numbers (e.g., meet you on the 4th floor, get off at the 2nd bus stop, go to the 3rd door on the right).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Determine how many more/less are needed (e.g., washing machine requires 6 quarters for wash cycle-student has 2 quarters-how many more are needed? student has 8 quarters-how many will be left after putting 6 quarters in the washing machine?).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Use computation skills to solve problems (e.g., checkbook balances, using a calculator, compute costs of purchases when shopping).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 10:					
Subtotal pages 7-9:					
Subtotal pages 7-10:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL SKILLS (Ages 3-21) 2M-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 5. Develop budget to cover expenses (e.g., groceries, clothing, bills, savings, and recreation).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 11:					
Subtotal pages 7-10:					
MATH DATA ANALYSIS TOTAL: (pages 7-11)					

SCORING: To obtain Mathematics Data Analysis and Probability score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Data Analysis and Probability Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2M-R1. Compare and sort objects by their physical attributes.					
2M-R2. Collect, organize, and describe simple data.					
2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs, and charts.					

Student: _____ Date of Birth: _____ SAIS Number: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

FORM 2-M MATHEMATICS
PATTERNS, ALGEBRA, AND FUNCTIONS

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS
Students use algebraic methods to explore, model, and describe patterns, relationships, and functions involving numbers, shapes, data, and graphs within a variety of problem-solving situations.

READINESS (Kindergarten)
Students know and are able to do the following:

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
3M-R1. Create, describe, and extend a variety of patterns, using concrete objects.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 13:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
3M-R2. Recognize that the same patterns can emerge from a variety of manipulative and real-world situations.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 14:					
Subtotal page 13:					
MATH PATTERNS TOTAL: (pages 13-14)					

SCORING: To obtain Mathematics Patterns, Algebra, and Functions score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Patterns, Algebra, and Functions Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

FORM 2-M MATHEMATICS
GEOMETRY

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 4: GEOMETRY
Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

READINESS (Kindergarten)
Students know and are able to do the following:

STANDARD 4: GEOMETRY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
Readiness (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
4M-R1. Identify, compare, classify, draw, and make models of shapes.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
4M-R2. Recognize geometry in their surroundings.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
MATH GEOMETRY TOTAL: (page 15)					

SCORING: To obtain Mathematics Geometry score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent).

Student: _____ Date of Birth: _____ SAIS Number: _____

Record the total score below.

Total Mathematics Geometry Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

FORM 2 MATHEMATICS
MEASUREMENT AND DISCRETE MATHEMATICS

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS
Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals, and chaos that have evolved out of the age of technology.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
5M-FS1. Use measurement in real-world situations.					
PO 1. Demonstrate understanding of more and less.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

Student: _____ Date of Birth: _____ SAIS Number: _____

Subtotal page 16:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 5M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Match number name to a given quantity (e.g., get 3 apples at the grocery store) as depicted through concrete or pictorial representation.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Demonstrate ability to use measurement tools (e.g., measure ingredients for cooking using 1 cup measure, teaspoon, and tablespoon; measure appropriate amounts of pet food, cleaning solutions, detergent for laundry).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Use temperature measurement to make decisions (e.g., adjust bath water, determine presence of a fever, select appropriate clothing, and select appropriate stove and/or oven temperature, adjust thermostat for comfort and economy).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Tell time to the hour/half hour using analog or digital clocks.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 17:					
Subtotal page 16:					
Subtotal pages 16-17:					

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL SKILLS (Ages 3-21) 5M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 6. Use time measurements to make decisions (e.g., set alarm clock, set timer for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work, washing hair).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
READINESS (Kindergarten)					
5M-R1. Recognize that a single object has different attributes (e.g., length, color, size, texture) that can be measured in different ways.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
5M-R2. Compare and order objects according to object observable attributes.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
5M-R3. Use a variety of puzzles and games involving counting problems.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
Subtotal page 18:					
Subtotal pages 16-17:					
MATH MEASUREMENTS TOTAL: (pages 16-18)					

SCORING: To obtain Measurement and Discrete Mathematics score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Student: _____ Date of Birth: _____ SAIS Number: _____

Total Measurement and Discrete Mathematics Score/Form 2M: _____

Student: _____ Date of Birth: _____ SAIS Number: _____

FORM 2-M MATHEMATICS
MATHEMATICAL STRUCTURE/LOGIC

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 6: MATHEMATICAL STRUCTURE/LOGIC
Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

READINESS (Kindergarten)
Students know and are able to do the following:

STANDARD 6: MATHEMATICAL STRUCTURE/LOGIC	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
6M-R1. Sort and classify objects according to observable attributes.					
6M-R2. Justify their answers and reasoning process.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
MATH STRUCTURE/LOGIC TOTAL: (page 19)					

SCORING: To obtain Mathematical Structure/Logic score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Student: _____ Date of Birth: _____ SAIS Number: _____

Total Mathematical Structure/Logic Score/Form 2M: _____